Equity at the Local Level: Early COVID-19 Response in California School Districts

11:00am-12:00pm Thursday, June 11, 2020

Moderated by Heather Hough, Executive Director, PACE
Panelists

Nadya Chinoy Dabby
Chief Growth Officer, Pivot Learning

Priyanka Kaura
Senior Research Associate, Pivot Learning

Hannah Melnicoe
Senior Program Manager, Pivot Learning

Dr. Michelle Rodriguez
Superintendent, PVUSD

Dr. Marcy Guthrie
Superintendent, MLUSD

Dr. Ed Manansala
Superintendent, EDCOE
Today’s Agenda

- Promising Practices from Pajaro Valley USD
- Promising Practices from Mother Lode USD
- Speaker Panel
- Audience Q&A
Logistical notes

- Please type your questions & comments into the Q&A box
  - You can vote on others’ entries, which will determine which questions get answered first
- Slides and links to resources can be found on the PACE event page: https://edpolicyinca.org/events/equity-local-level
- The video recording from this webinar will be posted online early next week
Priyanka Kaura
Senior Research Associate
Pivot Learning
About Pajaro Valley USD

• Located 1 hour south of San Jose, in rural Santa Cruz County
• Over 20,000 students

Table 1. Percentage of Pajaro Valley Unified School District vs California Students by Support Type

<table>
<thead>
<tr>
<th></th>
<th>PVUSD*</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receiving free and reduced-price meals</td>
<td>77⁴</td>
<td>59⁵</td>
</tr>
<tr>
<td>English learners</td>
<td>42⁶</td>
<td>19⁹</td>
</tr>
<tr>
<td>Spanish-speaking</td>
<td>40⁷</td>
<td>17¹⁰</td>
</tr>
<tr>
<td>Mixteco bajo-speaking</td>
<td>2⁸</td>
<td>Unlisted¹¹</td>
</tr>
<tr>
<td>Experiencing homelessness or housing insecurity</td>
<td>14¹²</td>
<td>4¹³</td>
</tr>
</tbody>
</table>

* PVUSD is located in rural Santa Cruz County. The district serves over 20,000 students.
"The most important thing for me is to develop policies, procedures, and processes with an equity lens in mind. If we don’t develop those policies with an equity lens in mind, we inadvertently create inequity, then scramble to address it."

SUPERINTENDENT MICHELLE RODRIGUEZ
Early planning and mobilizing existing resources facilitated a quick start of distance learning

• 1 week to begin distance learning
• First communication about COVID-19 was in January 2020
• District already had chrome books for each student and 250 hotspots
• Acquired 750 more hotspots, then distributed all devices quickly
• Initial distribution: grades 3-12, then expanded to all
• Initial expectation: 5 hours of instruction/day
Multilingual family outreach has been a long-term equity focus

- Diverse and inclusive outreach
- Outgoing communication nearly doubled in first 3 weeks
- Information on website, Facebook and Twitter in multiple languages
- Phone calls in multiple languages, sometimes using Language Line
- Bilingual teachers and staff were instrumental
- Tech support services: drive-in and phone
Community partnerships and distributed staff engagement are central to COVID-19 response

• Partnership with Salud Para La Gente helped distribute public health information in Mixteco bajo

• Migrant Education Department and Parent engagement groups were crucial in reaching families in their home language

• Two-tier system engages district, school admin and teachers to identify and reach nonparticipating students
  • Tier 1: Tech department provides data to each school
  • Tier 2: Teachers, administrators and counselors
Lessons Learned

• Navigating a widespread shift in instruction with an equity mindset at the outset of the public health crisis better enabled the district to reach all students

• Facilitating communication in every home language is feasible with the help of community partners, and essential to keeping students and their families engaged in virtual learning
Hannah Melnicoe
Senior Program Manager
Pivot Learning
About MLUSD

• Located in El Dorado County, halfway between Sacramento and Lake Tahoe

• Approximately 1,000 students

Table 1. Percentage of Mother Lode Union School District versus California Students by Support Type

<table>
<thead>
<tr>
<th></th>
<th>MLUSD*</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receiving free and reduced-price meals</td>
<td>59(^3)</td>
<td>59(^4)</td>
</tr>
<tr>
<td>English learners</td>
<td>14(^5)</td>
<td>19(^6)</td>
</tr>
<tr>
<td>Experiencing homelessness or housing insecurity</td>
<td>8(^7)</td>
<td>4(^8)</td>
</tr>
</tbody>
</table>

* MLUSD is located in Placerville, CA, in El Dorado County. The district serves approximately 1,000 students\(^5\) in grades K–8.
Collaborative Spirit Lays the Groundwork

• History of collaboration and positive relationships

“We worked through those memorandums of understanding [to plan for distance learning], and have agreed that it’s so important to work together. This is an unprecedented time.”

-Superintendent Marcy Guthrie
Reaching as Many Students as Possible While Considering Equity Implications: Food and Devices

- ~200 meals per day on average (~20% of students in district)
  - Includes delivery to students in remote, rural mobile home community
- Chromebooks for ~770 students (~75% of students in district)

“People who live in the hills have a lot of pride, which is a really positive thing. That means that if there is a need, they don’t want to take [a Chromebook, hotspot, meal] if someone needs it more than they do. And so what we’ve tried to convey is that we have Chromebooks for everyone in the district.”

-Superintendent Marcy Guthrie
Reaching as Many Students as Possible While Considering Equity Implications: Tech Platforms

“First, we established what is the most accessible [distance learning] platform. We started thinking about our most vulnerable students.”

-Dr. Sadie Hedegard

• Google Classroom is the district’s primary platform: it allows for the addition of co-teachers, inc. special education teachers or counselors, to ensure that educators can coordinate to incorporate principles of universal design for learning and apply multiple modalities
  • Plus supplementary video conferences for students with disabilities

• Google Sheets and online intervention programs to track and document services received by students with disabilities
Data & Looking Ahead

• District tracked which students are not logging in; teachers + district administrators will follow up

• Teachers monitored which students were participating online, their level of engagement and learning, and whether students were completing assignments

• Fall 2020: Plans in development as of May 2020
  • Could include blended learning
  • Survey to families in May 2020
Lessons Learned

• Collaborative relationships between administrators, teachers, district staff, and county offices of education can facilitate transitions during times of crisis and these relationships can be built

• Planning for equity is possible even in the midst of a crisis
Michelle Rodriguez
Superintendent
Pajaro Valley USD
PVUSD Student Centered Access and Equity During COVOD-19
PACE and Pivot Learning June 11, 2020
Who Do We Serve?
PVUSD’s established **Target for Student Success** underscores the alignment of programs, services and relationships that seek to improve the cognitive, social, emotional and physical well-being of the whole child—allowed staff to effectively transition to distance learning within only one week.
Begin with an Equity Mindset Coupled with an Innovation Framework

Districts must design programs with their most vulnerable students in mind when beginning the planning process.

**Inspire**—Motivate people to search for new solutions

**Inquire**—Observe, Interview, Research, Analyze Data

**Define**—Slow ourselves down to understand the problem, draft hypotheses

**Implement**—Imagine new possibilities, pilot new solutions

**Reorient, Iterate, Scale**—Measure, evaluate and communicate outcomes
Leverage the Ecosystem of Community Partners

District partnerships expand capacity to make meaningful connections, provide unique learning opportunities and affirm student, family and community strengths.
Facilitate 360* and Multi-lingual Communication as a Long Term Equity Focus

Districts that expand their messaging beyond English and through multiple partners can reach and provide timely resources to their most vulnerable families and broader community:

- COVID-19 Website Tab
- Letters to the Community and Staff
- Ask Dr. Rodriguez Weekly FAQs
- Informational Videos
- Social Media Presence—Facebook, Twitter, Instagram and YouTube
- Radio, Television and Print Media
- Email, Text Messages and Robocalls
- Press Releases
- Parent Resource Tab
Parent Engagement Network

Purpose: to provide a venue for collaboration and alignment between departments involved in parent and family engagement and the systems they support

<table>
<thead>
<tr>
<th>Systems:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Website Development</td>
<td>Best resource for PVSUD parents and community</td>
</tr>
<tr>
<td></td>
<td>What do parents need to see and access?</td>
</tr>
<tr>
<td>The Parent Experience</td>
<td>PVUSD looks at the parent experience in different settings</td>
</tr>
<tr>
<td></td>
<td>and shifts practices as necessary to meet the needs of</td>
</tr>
<tr>
<td></td>
<td>those we serve.</td>
</tr>
<tr>
<td>LCAP Involvement</td>
<td>PVUSD Parent input in our LCAP process is key to inform</td>
</tr>
<tr>
<td></td>
<td>our annual plan.</td>
</tr>
</tbody>
</table>
Facilitate 360* and Multi-lingual Communication and Support as a Long-Term Equity Focus

PVUSD PARENT/STUDENT
TECH HOTLINE
831 786-2493
LÍNEA DE APOYO TÉCNICO PARA
FAMILIAS/ESTUDIANTES

TEACHER TECH HOTLINE
831 786-2492

Chromebook Repair or Replacement
Be sure to call Student Support Tech line, 786-2493, before you use this service!

TUESDAYS & THURSDAYS
10 AM - 12 PM
District Office Main entrance (by HR Dept) drive through services stay in your car - stay safe
Students grades 2-12 who still need to get their CB for distance learning can pick up during this time at this location

Chromebook: Reparación o Reemplazo
¡Asegúrate de llamar a la línea de asistencia técnica para estudiantes, 786-2493, antes de usar este servicio!

LOS MARTES Y JUEVES
10 AM - 12 PM
Oficina de Distrito, por entrada principal (cerca al drpto de Recursos Humanos) servicio de ventanilla - quédese en su automóvil - manténgase seguro
Los estudiantes en grados 2 a 12 que aún necesitan obtener su CB para el aprendizaje a distancia pueden obtenerlo a estas horas en este lugar
Facilitate 360* and Multi-lingual Communication and Support as a Long-Term Equity Focus

CLOSING THE DIGITAL DIVIDE

100% with access to a device
Internet connectivity on the rise

15,000+ Chromebooks checked out to students

1,000 Designated Internet HotSpots

2,481 Teacher DL Coaching Sessions

784+ Drive-thru Chromebook support, repair or replacement

3,360 Parent/Student Tech Support Calls

2,702 District Staff Tech Support Calls

DATA: Totals from March 27-May 29
Facilitate 360° and Multi-lingual Communication and Support

May 2020 Teacher Survey

I have received consistent messaging about the district response to COVID-19. 86%
I receive clear expectations regarding my role during this time. 68%
My site administration is giving me the support I need personally and professionally. 69%
I know who to go to when I need help. 83%

May 2020 Parent Survey

I have received consistent messaging about PVUSD's response to COVID-19. 86%
The information I have received is in a language I can easily understand. 94%
I am receiving too much information. 19%
The information I have received is too complex for me to understand. 11%
Facilitate 360°* and Multi-lingual Communication and Support

Student Survey May 2020

Connectedness, Communication and Expectations

Please tell us how true the following statements are for you.

I know how to get in touch with my teacher(s). 96%
If I need support with learning, I know who I need to contact and how I can get in touch with them. 93%

91% 77% 94%
I know what assignments I should be focused on.
I am learning new things even while at home.
I understand how to use distance learning technology.
Monitoring Progress During Distance Learning:
Foundational Literacy

SIPPS
Systematic Instruction in Phonemic Awareness,
Phonics, and Sight Words

Lexia Blending Learning Program
Monitoring Progress During Distance Learning: Foundational Literacy

SIPPS Literacy Instruction During Distance Learning

- Mastery Test Assessment-Instruction -Feedback Loop-Opportunities to Practice
- Small Group Live Instruction
- Multiple Times a Week (4-5 times)
SIPPS First Grade Growth

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Growth Based on SIPPS Mastery Test</th>
<th>Reached Grade Level Standards and Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom A</td>
<td>22/23</td>
<td>22/23</td>
</tr>
</tbody>
</table>
PVUSD First Grade Growth with Lexia

Districtwide First Grade

<table>
<thead>
<tr>
<th>Start</th>
<th>In GLM</th>
<th>Below GLM</th>
<th>Above GLM</th>
</tr>
</thead>
<tbody>
<tr>
<td>88%</td>
<td>12%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current</th>
<th>In GLM</th>
<th>Below GLM</th>
<th>Above GLM</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>36%</td>
<td>25%</td>
<td>14%</td>
</tr>
</tbody>
</table>

1st Grade

Skill Progress
Students working Above, In or Below Grade Level of Material (GLM).

Usage
Students with usage that week who are meeting targets.

Last Four weeks
Monitoring Progress During Distance Learning: Secondary Literacy

![Graph showing monthly article prints and active days](image-url)
Monitoring Progress During Distance Learning: Secondary Literacy

Highest month of Article Header Views was March with 36,964
Three Prong Approach To Delivering and Tracking IEP Goals

1. Goal Matrix
2. Communication Tracking Tool
3. Progress Reports (aligned to hold harmless grading policy)
1. **Implementation of IEP Goals**

**IEP Goal Matrix**

- **Elementary**

<table>
<thead>
<tr>
<th>Academic Goal</th>
<th>Ideas for Practice at Home</th>
<th>Accommodations/Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATH:</strong> By 10/30/2023, will solve 8 one-step word problems requiring addition within 20 that involve situations of adding to, putting together, or comparing, with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem with 80% correct for 3 consecutive trials as measured by work samples &amp; observation record.</td>
<td>1. DNL Math online Addition sentences using number lines - sums up to 20 Practice daily questions. 2. 20 minutes of math on Zoom a day. Reference Tools: HUNDREDS CHART NUMBER LINE.</td>
<td>Manipulatives/counters (use pennies, buttons, lego pieces or any other item you have at home). Reference Tools: HUNDREDS CHART NUMBER LINE.</td>
</tr>
<tr>
<td><strong>MATH:</strong> By 10/30/2023, given manipulatives, will solve 8 one-step word problems requiring addition within 20 that involve situations of adding to, putting together, or comparing, with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem with 80% correct for 3 consecutive trials as measured by work samples &amp; observation record.</td>
<td>1. DNL Math online Addition word problems: sums up to 20. <a href="https://www.abcya.com/addition_worksheets.htm">Link</a> Practice daily questions.</td>
<td>Manipulatives/counters (use pennies, buttons, lego pieces or any other item you have at home). Reference Tools: HUNDREDS CHART NUMBER LINE.</td>
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</table>

- **READING:**

<table>
<thead>
<tr>
<th>Academic Goal</th>
<th>Ideas for Practice at Home</th>
<th>Accommodations/Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING:</strong> By 10/30/2023, with instruction and review, Logan will know and apply grade-level phonics and word analysis strategies. Logan will read 50/100 lesson high-frequency words by sight, e.g., the, of, to, you, she, my, is, are, do, does) scoring 80% on two out of three trials as measured by teacher observation and data collection.</td>
<td>1. DNL: Use spelling patterns to sort long and short vowel words. Practice for daily questions. 2. Lexa - 30 minutes per day (PWUSD). 3. Long and Short Vowels Worksheets.</td>
<td>Frequent breaks as needed. 1:1 support when needed. Positive reinforcement and praise for encouragement. Deep breathing exercises when feeling challenged or overwhelmed.</td>
</tr>
</tbody>
</table>

- **Weekly**
- **Provided to parents, and staff**
- **Resources linked to google classroom or weekly lesson plans**
- **Accommodations/modification for implementation of goals**
Implementation of IEP Goals

IEP Goal Matrix - Secondary

<table>
<thead>
<tr>
<th>Goal</th>
<th>Lesson Plan/Activity</th>
<th>Accommodations/Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>By 9/23/2020, given a passage to read, will distinguish among fact, opinion, and reasoned judgment in a text with 85% accuracy in 3 out of 4 trials as measured by work samples.</td>
<td><a href="https://classroom.google.com/c/0/c/nde2zmc6m0l4Ya">link</a></td>
<td>Extended time to complete assignments, frequent checks for understanding, late assignments accepted up to one week late</td>
</tr>
<tr>
<td>By 9/23/2020, given word problems, will solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically in 3 of 4 opportunities with 80% accuracy as demonstrated by work samples.</td>
<td><a href="https://classroom.google.com/c/0/c/e2zmc6m0l4Ya">link</a></td>
<td>Extended time to complete assignments, frequent checks for understanding, late assignments accepted up to one week late</td>
</tr>
<tr>
<td>By September 24, 2020, through electronic media and print media, will research the education and training requirements for the career pathway that interests him and present the information to the IEP team.</td>
<td><a href="https://classroom.google.com/c/0/c/e2zmc6m0l4Ya">link</a></td>
<td>*</td>
</tr>
</tbody>
</table>
## 2. Communication Tracker

<table>
<thead>
<tr>
<th>Date</th>
<th>Student (Last Name, First Name)</th>
<th>Grade</th>
<th>Program (RES/MAR/RSE)</th>
<th>Contact with Pa Format: Substance</th>
<th>Contact with St Format: Substance</th>
<th>Collaboration with DIS/Gra Ed</th>
<th>Goals addressed in session</th>
<th>Link to goal matrix</th>
<th>Teacher/TA/IBT</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/25/2020</td>
<td></td>
<td>11 MM</td>
<td>n/a</td>
<td>1 hour</td>
<td>got 3 assignments done for Math</td>
<td>checked on due date - extension allowed</td>
<td></td>
<td>Link to goal matrix</td>
<td></td>
</tr>
<tr>
<td>5/25/2020</td>
<td></td>
<td>12 MM</td>
<td>n/a</td>
<td>1 hour</td>
<td>Worked on week 8 notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/25/2020</td>
<td></td>
<td>11 MM</td>
<td>N/A</td>
<td>30 mins</td>
<td>Corrected math problem and socialized</td>
<td></td>
<td></td>
<td>Link to goal matrix</td>
<td>MG</td>
</tr>
<tr>
<td>5/26/2020</td>
<td></td>
<td>12 MM</td>
<td>5 mins</td>
<td>called to explain the exit summary. No meeting is necessary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/26/2020</td>
<td></td>
<td>12 MM</td>
<td>N/A</td>
<td>3 mins</td>
<td>tested him about the exit summary. He gave me the email he would prefer papers to be sent. I sent him an email with the exit summary and directions as to who to send them too</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/26/2020</td>
<td></td>
<td>12 MM</td>
<td>N/A</td>
<td>5 mins</td>
<td>worked on Math 1 checked on due</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. IEP PROGRESS REPORTS ON GOALS

[Image showing a progress report with details on academic reading, academic math, and transition-employment goals. The image highlights progress notes and comments for each goal.]
Tiered System of Support and Communication for Non-Participators

**Tier One**—Teacher Outreach  
**Tier Two**—Site Counselor or Administrator Outreach  
**Tier Three**—Student Services Interactive Dialogue

**Elementary:**  
- There were 72 entrees in the Interactive Dialogue Form  
  - 40 closed  
  - 11 contacted and need follow up  
  - 21 open with ongoing outreach

**Secondary:**  
- There were 229 entries in the Interactive Dialogue Form  
  - 152 closed  
  - 22 contacted and need follow up  
  - 55 open with ongoing outreach
Elementary Third Grade Student
(Mixteco Primary Language)

• Student was not completing work because it is too difficult on the Chromebook and his parents were unable to help him.

• 5/5/20 - Parent Ed. Specialist spoke to father and offered paper packets. Dad agreed that this would be easier. The school was contacted.

• 5/12/20-Teacher began to create paper packets for student as option. Student began instruction through packet

• 5/12/20-6/5/20 The parents continued to pick up paper packets weekly and student began learning.
Tiered System: Tier Three
Interactive Dialogue

Secondary 8th grade Student

• Student was refusing to complete work.

• 5/15/20--Parent Outreach Specialist (POS) left a voicemail for Jose's mom

• 5/15/20--Student’s mother called back indicating that he was on the computer and had access to the internet. POS recommended that Jose's mother check in with him every day when she comes home from work to see what he had completed and turned in.

• 5/19/20—POS followed up with spoke parent and student who was now turning in work and needed some assistance from the school. POS followed up with the site to provide tutoring support through GEAR Up.
PVUSD Reopening
Contingency Planning

Framing of Work

Build Off of Our Strengths to…

- Keep students and staff safe and healthy as the first priority
- Increase collective advocacy with the State (funding, laws and resources)
- Address system inequities with regard to student access, social emotional needs and learning
- Ensure new grade level content is the academic priority
- Engage and clearly communicate through reciprocal means with all stakeholders
Assumptions

- Plan for the plan to change and be able to pivot quickly
- Final design will require support from Health Department
- We will need to offer both in person and distance learning
- Need for Personal Protective Equipment (PPE)
- Some changes will require changes to Ed Code, Board Policies and Collective Bargaining Agreement
- Need to establish daily cleaning procedures
Reopening Our School Contingency Planning Timeline

1. Needs Assessments
   - Staff, Student and Parent Reopening Needs Assessments
     June 3, 2020-June 8, 2020

2. Planning Teams
   - PVFT, CSEA and PVUSD Contingency Planning Team Meetings
     May 13, 2020-June 15, 2020

3. Partner Feedback
   - Work with Community Partners to provide initial feedback
     June 15, 2020

4. PVUSD Special Board Meeting
   - Provide draft Contingency Plan Overview to Board of Trustees
     June 17, 2020

5. Community Feedback
   - Provide draft Contingency Plan to Community
     June 19, 2020-June 26, 2020

6. Planning Teams
   - Reconvene PVFT, CSEA and PVUSD Contingency Planning Teams
     June 29, 2020-July 10, 2020

7. Final Draft Complete
   - Provide draft of possible 2020-2021 reopening contingency plans to all stakeholders
     July 13, 2020

8. First Day of School 2020-2021
   - Begin first day of school with one of the identified contingency plans in place
     August 17, 2020
Lessons Learned: Supporting Our EL Students

• Tracking Student Participation
  • Communication Log

• Tier Level System
  • Tier 1
  • Tier 2
  • Tier 3

• Intervention Strategies
  • Caseload Approach
  • Coordination of Services Team (COST)

• Parent Education Team
  • Parent Newsletter
  • Parent Support Group
  • Tutorial Videos
Lessons Learned: Providing a Jump Start

- Recruitment
  - Target Population
- Structure
  - 55 minute workshops
  - Conference Style Rotation
- Curriculum Framework
  - Literacy & Mathematics
  - Executive Function Skills
  - Social & Emotional Learning
  - College & Career Exploration
  - Technology
- Student Connectedness
  - Teambuilding Activities
  - PBIS
Lessons Learned: Student Engagement
Student Survey May 2020

Student Learning

Tell us about the amount of schoolwork you have been assigned. In the last week, there have been:
785 responses

- 47.6% Too many schoolwork assignments
- 44.1% Just the right number of schoolwork assignments
- 11.3% Too few schoolwork assignments
- 8.4% N/A - I have not been given any schoolwork
- 7.7% It’s ok but if I don’t do them I fall and can’t...
- 0.6% At first it was a lot but I think most tea...
- 0.4% A lot but not a unreasonable number
- 0.3% Some of my teachers give me I lot of...

Essays: 122 (15.8%)
Original Presentation: 141 (18.2%)
Flipgrid, Video Presentation: 164 (21.2%)
Notes on Videos: 303 (39.2%)
Online Program: 188 (24.3%)
Online Program Assessment: 207 (26.8%)
Participating in classroom meeting: 277 (35.8%)
Ed Manansala
Superintendent
El Dorado County Office of Education
Discussion